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ABSTRACT

Students in rural areas need strong career guidance programs to help them overcome disadvantages related to poverty, isolation, and scarcity of occupational opportunities and role models. A survey of career guidance programs in rural schools examined three essential program components identified in national guidelines. These components are a program's focus on student self-knowledge, occupational exploration, and lifelong career planning; program collaboration, articulation, and communication with parents, community, faculty, and businesses; and program leadership, evaluation, and institutional support. Responses were received from 108 rural schools enrolling fewer than 555 students and located in 12 Midwestern states. Most career guidance programs were not comprehensive K-12 programs. Sixty percent of schools reported that less than one-third of counselor time was devoted to career guidance. Counselors helped students achieve self-understanding through assessment of interests and aptitudes. Counselors infused information about careers into the school curriculum, and they facilitated the career decision-making of students through counseling and the use of computer-based career exploration programs. Commonly used collaboration methods included parent conferences, consultation with other school departments, and the involvement of local businesses in special events. Counselors reported adequate institutional support for professional development and program facilities and also reported the use of multiple program evaluation methods. Several exemplary career guidance programs are described. (Contains 16 references and the survey questionnaire.) (SV)

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Career Guidance Programs in Rural Schools: Framework for the Future

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Overview of Rural Schools

Approximately 25 percent of the nation's population lives in rural areas, and about 8 million of these people are between 15 and 24 years old. More than 45 percent of the nation's schools and 50 percent of the local school districts are located in rural areas and small towns (Harmon 1998). About 12,000 school districts, serving about 30 percent of all public school students, are located in rural areas. In general, rural schools are smaller and less bureaucratic than urban schools. While rural schools tend to be more interdependent with the local community, they often provide fewer services and less specialized equipment than larger school systems.

Rural schools have a financial disadvantage in that the communities in which they are located have experienced high levels of economic distress with nearly 20 percent of residents living in counties with persistently high levels of poverty (Harmon 1998). In comparison to larger school systems, rural schools are impacted to a greater extent by poverty, isolation, small tax bases, outmigration of young adults, and fewer supporting resources. All of these factors impact and create challenges for rural schools' career guidance programs.

Local labor market and workforce factors also impact career guidance programs in rural schools. The workers have less education and training than their urban counterparts, and rural regions have less occupational diversity, resulting in fewer local career options available to students. Low educational attainment, high rates of functional illiteracy, and increasing dropout statistics place many learners in rural areas at risk of not becoming contributing members of society. Despite rural workers feeling more attached to their communities and, therefore, being more reluctant to migrate than urban workers, each year about 500,000 people leave rural areas to seek out employment opportunities in urban areas (Sarkees 1990).

Investing in education may only pay off for rural students willing to migrate to areas that offer more challenging, higher paying jobs; therefore, one function of career guidance programs in rural schools is to prepare students for jobs away from their communities. These programs are also challenged to develop a sense of place within their own communities for students because many will seek employment locally. Maintaining this local focus can strengthen the relationship between rural schools and their communities:

> A rural school-to-work opportunities system is more likely to be successful if it involves the community to set goals, utilizes the community as a learning laboratory, engages students in meaningful service-learning activities, creates school-based enterprises and other entrepreneurial initiatives tied to local economic needs, practices community-based career guidance, and embraces parents as equal partners. (Harmon 1998, p. 4)

Rural School Students

Students in rural areas, who have less exposure to a large variety of occupational choices, have a narrower perspective on which to base career choices. Parents are the single most important influence in the career planning and decisionmaking of their children. Family pressure may influence students against moving away from home after graduation, yet a decision to stay in the immediate community limits job possibilities. Also, due to economics, it is more difficult in rural areas to provide a comprehensive career preparation curriculum with related facilities, staff, and resources. Typically, there is a limited number of vocational program options.

A lack of agencies and adult service providers and limited coordination among those services make transition from school to work for students in rural areas difficult. These students are at risk because of fewer worker role models and career development opportunities. A smooth transition from school to work or further education is not likely unless effective career development practices and curricula exist.

Gysbers (1988) identifies three aspects of the career development needs of students. First, students need opportunities to become aware of and then develop their self-identity. Many students have inadequate samplings of working role models on which to base their emerging career identity. The result may be premature educational and occupational foreclosure. Second, students need opportunities to conceptualize their emerging career identity through continuous and sequential career exploration activities. Students require opportunities to test out some of their perceptions about the work world and evaluate what various options may mean to them. Third, students need assistance with translating their emerging career identities and their developing perceptions of the world of work into choices for educational and occupational placement. Gysbers emphasizes that "it should be clearly understood that the primary goal is not to have students choose careers to fit jobs, but rather to enlarge students' capacities and vision to make decisions about themselves and their career development in the context of the society in which they live, go to school, and work" (p. 117).

A Framework for Career Guidance Programs in Rural Schools

Model career guidance programs have been studied and outlined. According to the National Career Development Guidelines (NOICC 1989), a strong career guidance program contains the following important aspects:

- Is identifiable but integrated with other programs within the institution
- Enhances the career development knowledge, skills, and abilities of all students by establishing program standards

- Uses coordinated activities designed to support student achievement of the standards
- Supports the delivery of the program through qualified leadership; diversified staffing; adequate facilities, materials, and financial resources; and effective management
- Is accountable, with evaluation that is based on program effectiveness in supporting student achievement of the career guidance and counseling standards

The federal School to Work Opportunity (STWO) Act of 1994 highlights the need for career education and career development programs for all students in K-12 schools. The STWO Act identifies school counselors as leaders in the effort to create and implement effective career development programs for all K-12 students. To reinforce this point, the National Center for Research in Vocational Education (NCRVE) states, "With the passage of the STWO Act of 1994, school counselors are being entrusted to take the lead in assisting our nations's young people to smoothly transition from school to work. . . . They are called upon to provide leadership and facilitate schools' efforts to assist the career developmental needs of all their students" (Maddy-Bernstein and Cunanan 1995, p. 6). Career education is an area of expertise for school counselors, and, unlike other trained professionals in the schools, life-span career development theory and practice is a core area of school counselor training.

To highlight career guidance practices by school counselors, the NCRVE has established a framework for identifying exemplary career guidance programs. This framework describes the following as essential components of strong career guidance programs (Maddy-Bernstein and Cunanan 1995):

- The extent to which a career guidance and counseling program focuses on assisting students with increasing self-knowledge, in assisting students with educational and occupational exploration, and in assisting students with lifelong career planning and decisionmaking
- The extent to which collaboration, articulation, and communication is accomplished with parents, faculty, community organizations and businesses
- The extent of institutional support, leadership, and program evaluation

The Career Guidance Research Project

Research Objectives

The purpose of this research is to describe these three essential components of career guidance programs within the context of a sample of rural schools with enrollments of fewer than 555 students located in the Midwest. A list of schools meeting the enrollment criteria in 12 Midwestern states resulted in a mailing list of 2,361 addresses. A table of

random numbers was used to create a study sample of 300 school districts. A 20-item questionnaire was developed to reflect the NCRVE's criteria for exemplary career guidance programs. The questionnaire was used in a pilot study involving four school districts in rural west central Illinois with enrollments of fewer than 555 students. The revised questionnaire was slightly modified based on the recommendations of the pilot study participants. The questionnaire and a letter explaining the purpose of the survey were addressed to the school counselor and mailed to the 300 randomly selected school districts. There was no follow-up mailing. One hundred and eight completed surveys were returned, a 36 percent return rate. The questionnaire gathered descriptive information about the school districts and information to answer the following three research questions:

1. What components are included in the career guidance programs of rural schools to assist all students with increasing self-knowledge, educational and occupational exploration, and lifelong career planning and decisionmaking?
2. What procedures and resources are used within the career guidance programs of rural schools for collaboration, articulation, and communication with parents, faculty, community organizations, and businesses?
3. What is the extent of institutional support, leadership, and program evaluation for career guidance programs in rural schools?

Survey Results

Results of this regional survey demonstrate how counselors in small rural schools promote the career development of students to facilitate their effective transitions from school to work. Answers to the research questions are important because career guidance programs are effective methods for empowering students to cope with local poverty, isolation, and restricted job opportunities, in order to prepare them for the world of work away from the local community.

Survey results describe the following:

- Career development programs in rural schools in terms of what is being done to increase students' knowledge of themselves, available occupations, and the career planning process, so they may exercise more control and choice about their career development.
- How the career development program is connected to other personnel and programs in the school and community so that a network of support and advocacy for the program can develop.
- How career guidance programs are supported by the school district administration and how the program is evaluated.

Answers to the three research questions highlight aspects of those programs which can be viewed as strengths because they satisfy a national standard. Lastly, survey results

suggest ways to remedy weaknesses in programs so that rural schools may become more effective at assisting students with the transition from school to work.

General Information

Survey respondents described the credentials of the school counselors who were involved in the career guidance program. The most frequently identified credential was the master's degree. The largest number (30 percent) of respondents had five years or less of work experience as a school counselor. The second largest group (26 percent) reported more than 20 years of work experience.

Counselors participating in the survey reported their career guidance programs are implemented mostly at the senior high school level (94 percent). Fifty percent described career guidance programming at the junior high school level. At the middle school level, 14 percent of the respondents have career guidance responsibilities, while only 10 percent of the respondents described career guidance responsibilities at the elementary school level.

The largest number of respondents reported that counselors spend 20 to 30 percent of their time on planning, organizing, conducting, and evaluating the career guidance program. Almost one-fifth reported less than 10 percent of counselor time is spent with the career guidance program, and 60 percent reported less than one-third of counselor time was devoted to the career guidance program. Results suggest that career guidance programs compete for counselor time with other responsibilities.

Most responding schools have properly trained professionals in place to manage career guidance, and most career guidance services are offered in grades 10-12. It would also seem that most of these programs are not comprehensive K-12 programs due to the diminished programming below the senior high school level.

Career Guidance Program Components

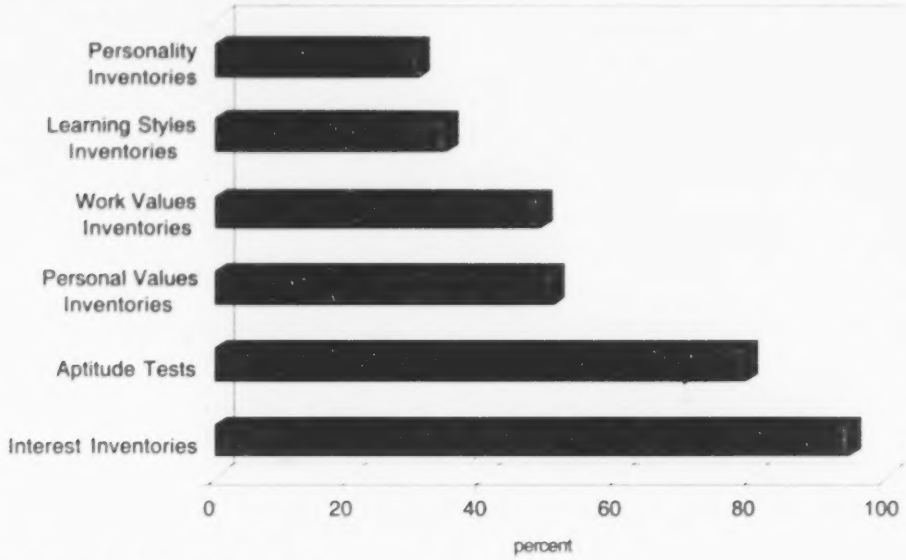
The first research question based on the national framework asked, "What components are included in the career guidance programs of rural schools to assist all students with increasing self-knowledge, educational and occupational exploration, and lifelong career planning and decisionmaking?"

In the programs described by school counselors in the study, student self-understanding is increased primarily through the use of interest inventories and aptitude tests (**Figure 1**). Students in rural schools clarify their self-concepts as they compare their interest patterns to those of people in various occupations. Students begin developing a clearer sense of themselves as they understand their abilities and how this information relates to career choice.

To connect the information students learn about themselves to careers, counselors reported most often infusing career information into the classroom and coordinating

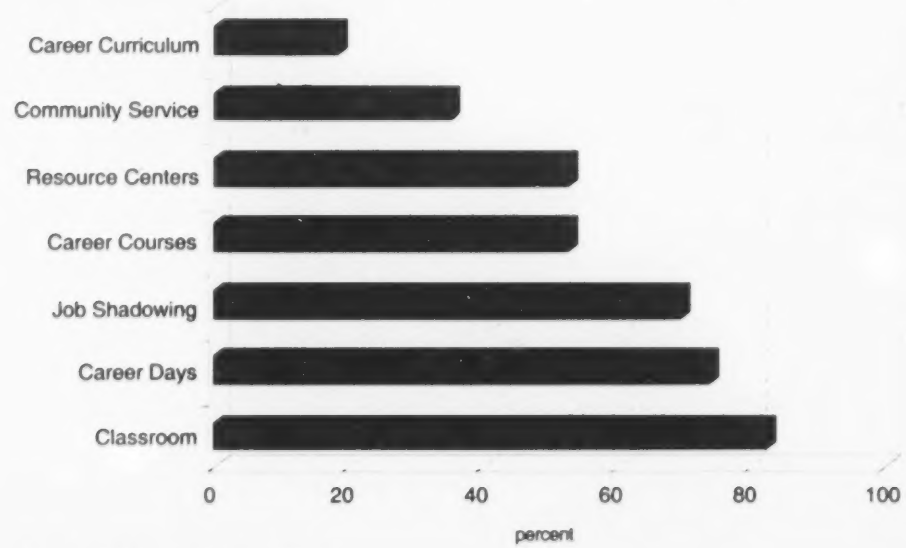
special Career Days. Students increase their opportunities for educational and occupational exploration by learning about various careers and what is required for work satisfaction in those career fields. Only 18 percent of responding counselors reported using a comprehensive career development curriculum (**Figure 2**).

Figure 1. Components of Program: Self-Awareness



Source: Career Guidance Survey, 1998.

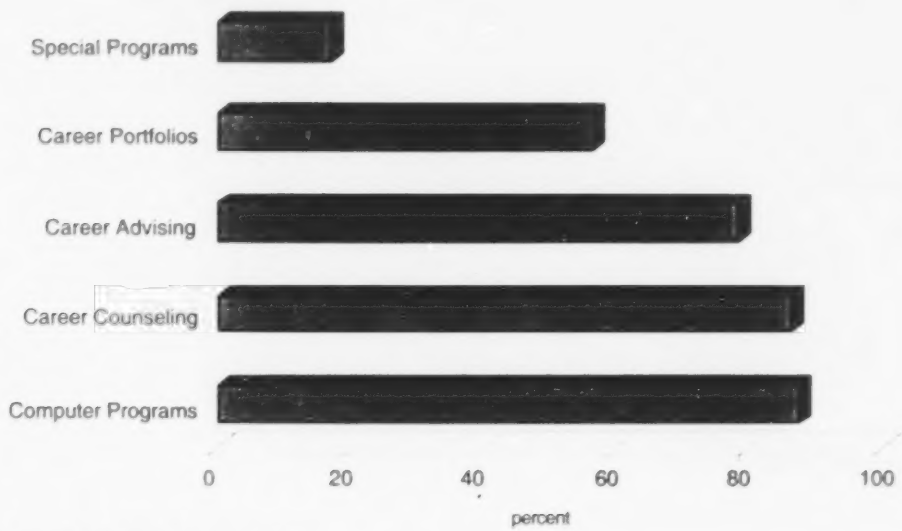
Figure 2. Components of Program: Exploration



Source: Career Guidance Survey, 1998.

Counselors reported using computer-based career exploration programs and individual career counseling sessions to assist students with career planning and decisionmaking (**Figure 3**). Through methods which match career fields with student interests, abilities, and values, students are assisted in making choices that result in an optimal person and environment fit. Educational and occupational planning results in the specification and exploration of these initial choices. Effective career counselors are trained to help students realize that these initial choices are tentative, and as they continue to clarify their self-concepts and as work environments change, other choices are possible.

Figure 3. Components of Program: Planning



Source: Career Guidance Survey, 1998.

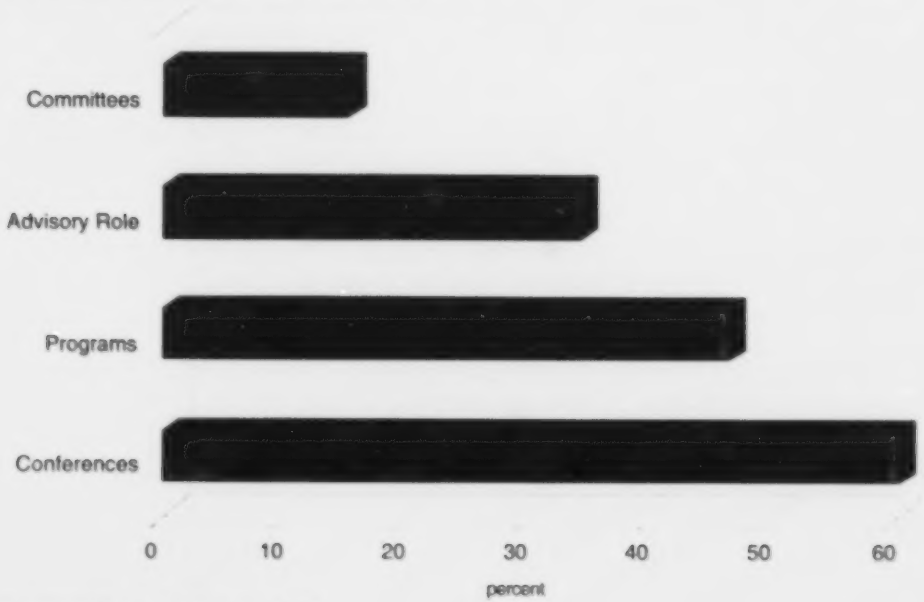
Collaboration, Articulation, and Communication

The second research question is, "What procedures and resources are used within the career guidance programs of rural schools for collaboration, articulation, and communication with parents, faculty, community organizations, and businesses?"

When collaborating, articulating, and communicating with parents about the career guidance program, surveyed counselors in the rural schools most often use individual parent conferences, as well as hold special programs for parents (**Figure 4**). These partnerships with parents build networks in the community which can support the career guidance program.

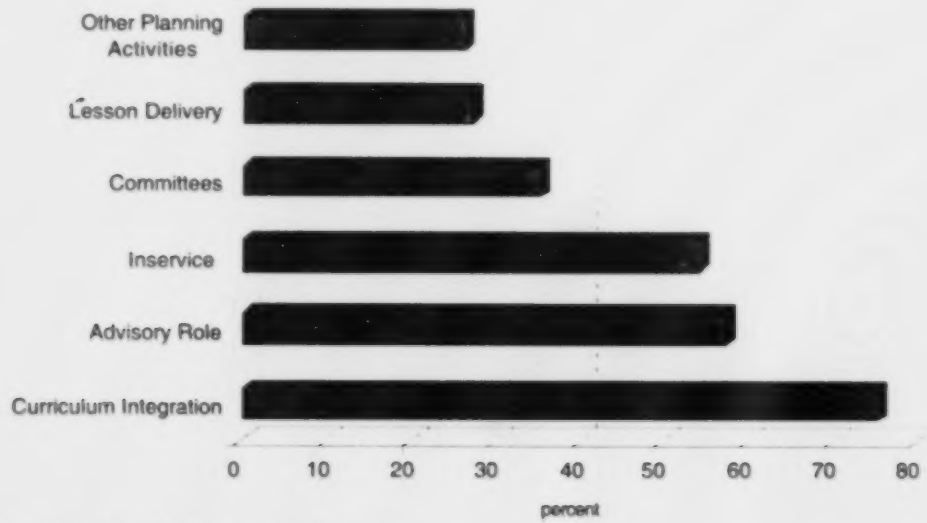
In order to build partnerships with the faculty and staff in their schools, counselors reported working with them to integrate career materials into classrooms. Counselors also described an advisory role for faculty and staff and conducted inservice training with them to inform and build support for the career guidance programs (**Figure 5**).

Figure 4. Components of Partnership: Parents



Source: Career Guidance Survey, 1998.

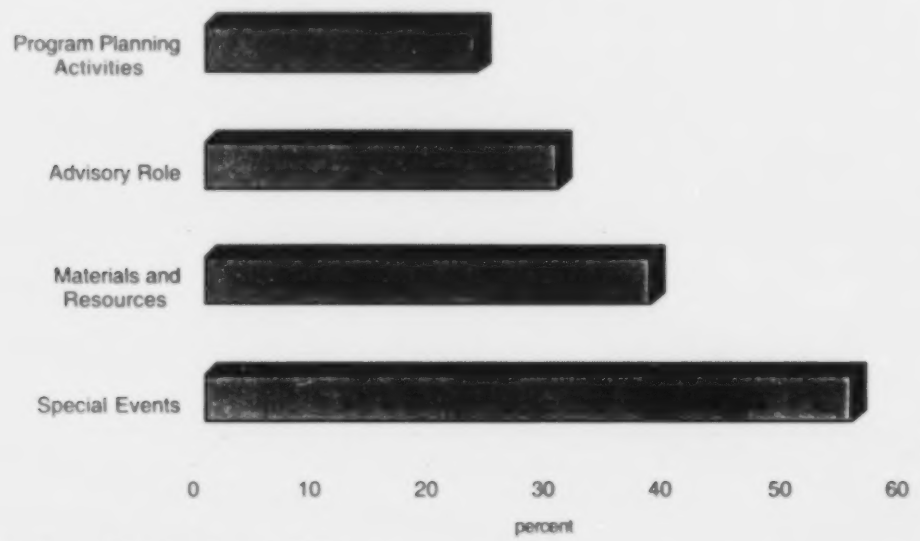
Figure 5. Components of Partnership: Faculty/Staff



Source: Career Guidance Survey, 1998.

In order to tie their programs into local community needs, counselors reported building partnerships with local business and industry. This is most often achieved by inviting representatives from local businesses and industries to participate in special events at the school. Local employers also provide materials and resources for the career guidance programs (**Figure 6**).

Figure 6. Components of Partnership: Business and Industry



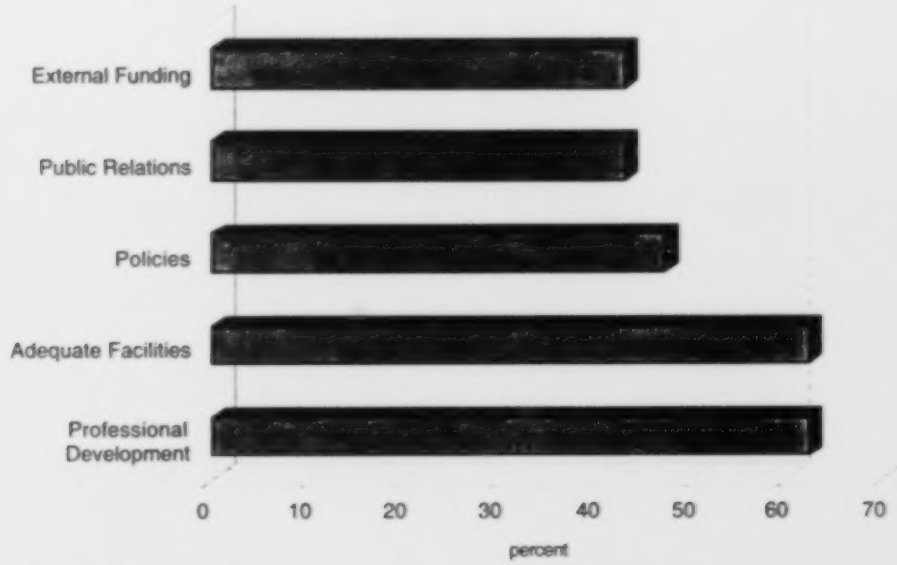
Source: Career Guidance Survey, 1998.

Institutional Support, Leadership, and Program Evaluation

The third research question is, "What is the extent of institutional support, leadership, and program evaluation for career guidance programs in rural schools?"

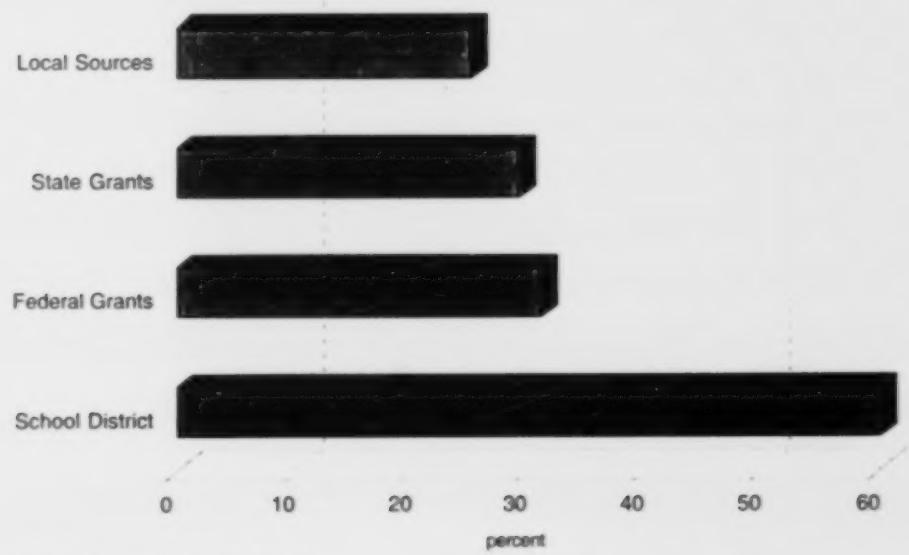
Effective programs have strong administrative support, financial assistance, and ongoing program evaluation. Most school counselors reported that the career guidance program receives support from the district administration through the provision of adequate facilities and resources for professional development (**Figure 7**); however, fewer than half of the school counselors reported the creation of school policies that support the career guidance program. Financial support was described as coming mainly from the school district budget and was viewed as adequate by more than half of the respondents (**Figure 8**).

Figure 7. Support of Program: Administrative



Source: Career Guidance Survey, 1998.

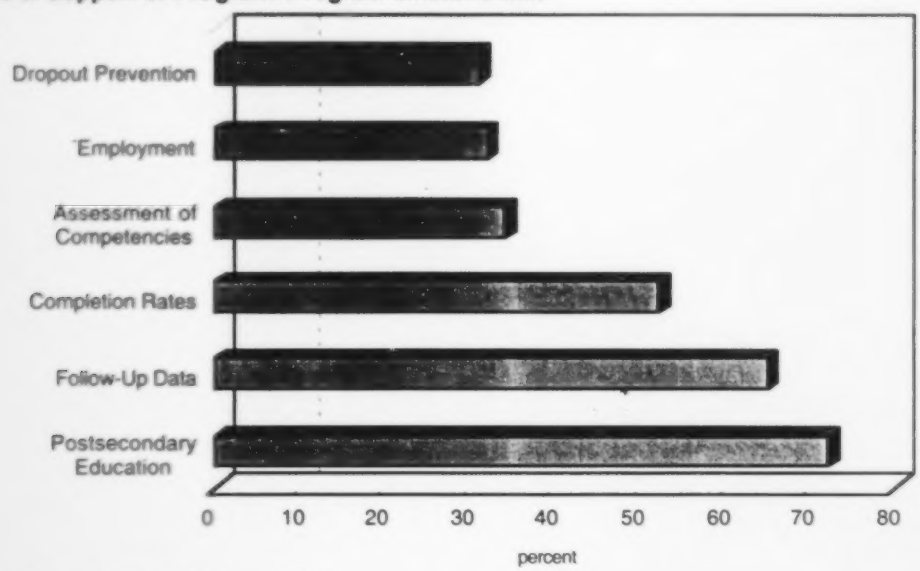
Figure 8. Support of Program: Financial



Source: Career Guidance Survey, 1998.

Counselors reported that the number of students in postsecondary education is viewed as the most common measure of their program's effectiveness. Only about one-third of the schools assess career development competencies to measure the effectiveness of their programs (**Figure 9**).

Figure 9. Support of Program: Program Effectiveness



Source: Career Guidance Survey, 1998.

Concerns and Policy Suggestions

Analysis of the survey results raises several concerns. Six issues are discussed, and policy suggestions are made to assist rural schools strengthen the framework of their career guidance programs.

Comprehensive Career Guidance Programs

Counselors reported that most career guidance work is accomplished at the senior high school level. A program that functions at only the senior high school level is not a comprehensive program. Comprehensive career development programs specify goals, objectives, and student competencies across all grade levels. Competencies at the senior high school level build upon those developed at the junior high school level, and those build upon competencies developed at the elementary school level.

Student competencies are designed to be developmentally appropriate. For example, a career guidance program objective may be, "Students will be aware of attitudes and values and their effects on decisions, actions, and life styles." At the elementary level, a

related competency may be, "Students will describe people and activities they enjoy." At the junior high school level, a related competency might be "Students will compare and contrast others's values"; and it may be, "Students will analyze how values affect their decisions, actions, and lifestyles" at the senior high level. Thus, the same objective is addressed at all levels through the creation of developmentally appropriate student competencies.

Fewer than one-fifth of the counselors reported using a career development curriculum in their schools. Without a curriculum set up with developmentally appropriate competencies, career education can become hit or miss. Some students may receive the training, while others may not. A comprehensive career guidance program serves all students, not just those enrolled in college preparatory programs or in vocational education programs. A curriculum across all grades for all students ensures that the needs of a diverse student population are met. A complete program may include 12 to 15 objectives with competencies listed for each grade level.

Numerous states, including Iowa, Missouri, and Wisconsin, have developed model career guidance programs. The National Occupational Information Coordinating Committee (NOICC) has developed a list of career guidance and counseling competencies by area (self-knowledge, educational and occupational exploration, and career planning) and level (elementary, junior high school, senior high school, and adult). It is suggested that states establish models of comprehensive career guidance programs containing curriculums with objectives and student competencies for all grade levels. Rural school districts should become familiar with these models and should be encouraged to staff their guidance programs for delivery to their students. This may require the employment of counselors at both the elementary and secondary levels; otherwise, teaching staff should be trained on the methods of infusing career development materials into classes across all grade levels.

Developmental Program Structure

The second and third concerns raised by the survey results relate to use of counselors' time. In most schools, less than one-third of counselors' time was allocated to the career guidance program, and in almost 20 percent of the schools, only about 10 percent of time was devoted to this program. In a related matter, non-counseling functions were assigned to most counselors. The emerging issue is identifying where the counselor's expertise is most needed. Is it an effective and efficient use of counselors' time to work on nonguidance administrative duties or supervise cafeterias instead of planning, implementing, and evaluating a comprehensive career guidance program?

A typical structure for a developmental guidance program includes four major components: (1) a guidance curriculum (with career education as a central focus), (2) responsive services (personal counseling, consultation, crisis counseling, and referral), (3) system support (duties related to the management and operation of the guidance

program), and (4) individual planning (individual appraisal, advisement, and placement). In this model, counselors divide their time among these four components with the curriculum and individual planning components often requiring the most time. This developmental program structure can be used to construct counselor job descriptions which allocate the counselor's time among these four areas. These sample job descriptions should eliminate nonguidance functions.

Career Guidance Program Planning

The fourth concern raised by the survey relates to the program planning for the career guidance program. Survey results show that 15 percent of the schools involved parents, 26 percent involved faculty and staff, and, 23 percent involved local business and industry. Most of the planning for career guidance is done by the school counselor. Although that person may provide leadership to the career development program, the counselor is not the program. When the counselor assumes sole responsibility for the program, a problem arises when the counselor leaves and the program is not maintained because no one else is familiar with it. Instead, career guidance should be viewed as the business of the entire school. Involving more people in planning can ensure that the program is tied to local needs, school and community members will gain an increased awareness of the program and the efforts of the counselor, and the program will survive the transition if the counselor leaves. It is suggested that states strongly recommend that a career guidance planning committee be established in rural school districts. The committee's composition should reflect the diversity of the local community.

School District Policies

The fifth concern is that less than 50 percent of the counselors reported that school administrations had developed policies to support the career guidance program. In order for a comprehensive career development program to be planned and implemented by the school staff, administrative support is essential. Such support shows the program is significant and central to the mission of the school. Administrative policies may include the adoption of a comprehensive curriculum, the structuring of job descriptions to eliminate nonguidance functions, the development of an appropriate counselor to student ratio, or the arrangement of inservice training to assist in the delivery of the career guidance program. States should strongly recommend that rural school administrations develop policies to support the career guidance program.

Program Evaluation

The sixth concern raised by the survey relates to evaluation of the career guidance program. Most counselors reported that their programs are evaluated by considering the number of students who enter postsecondary education. If this is the only measure of program effectiveness, those students may be the sole focus of the career guidance program. This leads to the question of how well-served others are by the career guidance

program. What services does the "undecided" student receive? Only about one-third of the counselors reported assessment of career development competencies as an indicator of program effectiveness. If more emphasis were placed on assessing the competencies all students have acquired as a result of their participation in the career guidance program, it is likely that more students would be adequately served by the program. It is suggested that states strongly recommend that rural schools conduct regular evaluations of their career guidance programs that assess how well students demonstrate career development competencies and perform a follow-up evaluation of graduates.

Exemplary Programs

Rural communities have entrenched conservatism, mistrust of outsiders and new ideas, and a make-do philosophy. These can negatively impact counselors attempting to implement new practices into their career guidance programs. A longitudinal development approach was taken at Newman Community Unit School in Newman, Illinois (Allen and James 1990). The plan to improve the career guidance program was developed and implemented over a three-year period. The conceptual basis for the new program was instruction and prevention, rather than intervention, which emphasized curriculum-based and individual developmental activities. Emphasis is placed on curriculum-based activities in the elementary grades and individualized developmental activities at the high school level.

In the primary grades, games are used to convey messages and teach teamwork, communication, conflict resolution, and an orientation to the job of school. The foundation is laid for 13 years of career planning in the primary grades by emphasizing that all students will graduate and that the consequence for that is the increased likelihood that they will have more control over their lives.

Middle school counselors concentrate on social involvement, interdependence, assertiveness, and intrapersonal and interpersonal relationships. Classroom work focuses on interests and broad areas of career information. At the junior high school level, career planning becomes more specific in terms of the choices students will make upon completing high school. Students receive a test profile and a group interpretation of the profile. Classroom materials focus on job trends, choosing a high school curriculum, and setting personal goals.

In high school, the counselors use a more individualized approach. Students at this level serve as peer co-leaders in the grade school and junior high school. Counselors at the high school level conduct individual career counseling sessions to develop specific career goals. These sessions build upon the nine years of previous career exploration.

As a result of this longitudinal developmental approach, 76 percent of the students in this school system over a five-year period entered college or junior college, 11 percent

entered technical schools or the armed forces, and the remaining 13 percent were employed, yielding a 100 percent placement rate. Only two students over the five years dropped out of school. The program was built patiently, sequentially, and interdependently with the community.

Although not a K-12 program, Brotzman (1996) describes a Youth Apprenticeship Program at Robinson High School in Robinson, Illinois, which is implemented at the senior high school level. It is an excellent example of a developmental program in which students enroll in three courses. The first, Career Awareness, in the sophomore year, is intended to provide students with an opportunity to learn about careers, develop self-awareness through assessment procedures, and hear from local employers about job opportunities. During their junior and senior years, students can enroll in the Career Training course in which they report to the workplace daily during a class period. Students explore work activities through hands-on assignments at the work site. The final course is the Career Internship which allows students to gain a more thorough work experience.

Other model program descriptions are in the literature or are available in the NCRVE publication, *Exemplary Career Guidance Programs: What Should They Look Like?* In this document, Maddy-Bernstein and Cunanan (1995) describe exemplary career guidance programs in Springdale, Arkansas; Oklahoma City, Oklahoma; and Omaha, Nebraska.

Any counselor that is overly ego involved or too insecure to ask for help cannot successfully design and implement extensive improvements to the career guidance program. Students, teachers, administrators, parents, and civic leaders have important roles in the development, implementation, and support of the program. The "all things to all people" role of the rural school counselor is more effectively managed with a strong comprehensive career guidance program.

Summary

This report has described how counselors in rural schools have established career guidance program components which serve the students in their schools. Despite being assigned nonguidance functions, the counselors report helping students achieve self-understanding through assessment of interests and aptitudes. Counselors infuse information about careers into the school curriculum, and they facilitate the career decisionmaking of students through counseling and the use of computer-based career exploration programs.

Counselors in rural schools report using many methods to collaborate, articulate, and communicate about career guidance programs. Conferences with parents, consultation with other departments in the school, and the involvement of local business and industry

in special events are examples of commonly used methods employed by school counselors to build important partnerships.

Counselors in rural schools describe institutional support for their programs as adequate in many areas such as resources for professional development and facilities for the program. They also report the importance of accountability for career guidance programs since multiple modes of assessment are employed for program evaluation such as the number of students in postsecondary education as well as other types of follow-up data.

Even so, counselors in rural schools may have difficulty meeting the need identified by the STWO Act of 1994 to provide career education and career development programs for all students in K-12 schools. Traditional models of career guidance fall short of meeting this need, and it is important for school personnel to acknowledge that these programs do not serve the needs of rural students. In order to cope with the poverty, isolation, family pressure to work in the local community, and lack of diverse occupational role models, all students in the rural school need a strong career guidance program. The framework developed by NCRVE provides a model for program improvement.

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Appendix: Career Guidance Program Survey

General Information:

1. Your duties and functions associated with the career guidance program are conducted at which level(s)? (check all that apply)

___elementary school
___middle school
___junior high school
___senior high school

Please indicate all grade levels served by the career guidance program of your school.

___K
___1
___2
___3
___4
___5
___6
___7
___8
___9
___10
___11
___12

Please indicate the approximate size of the student body of your school and grade levels included (i.e. K-12, 1-4, etc.)

___Less than 100
___101-200
___201-300
___301-400
___401-500
___501-600
___More than 600
This includes grades ____ to _____

2. Please indicate the approximate percentage of your time spent on planning, organizing, conducting, and evaluating the career guidance program.

___Less than 10%
___20%-30%
___30%-40%
___40%-50%
___50%-60%
___60%-70%
___70%-80%
___more than 80%

Please indicate what non-counseling and guidance functions the counseling and guidance staff perform in your school:

___teach non guidance classes
___supervise athletic events
___monitor study halls
___monitor cafeteria
___monitor buses
___student discipline responsibilities
___non guidance administrative responsibilities
___Other (specify):_____

Please indicate the number of full time counseling/guidance staff in your school:_____

Please indicate the number of less-than-fulltime counseling and guidance staff in your school:____

Section I: Career Guidance Program Components

3. Please check as many of the following items as apply. *To enhance self-knowledge and self-awareness in our students*, the following procedures are used:

___Interest inventories
___Personal values inventories
___Work values inventories
___Learning styles inventories
___Personality inventories
___Aptitude tests

Briefly describe other assessment procedures:

4. Please check as many of the following items as apply. *To enhance educational and occupational exploration for our students*, the following methods are used:

___Career exploration courses
___Infusion of career materials into regular classes
___Comprehensive career development curriculum
___Community service
___Job shadowing
___Career days
___Career resource center

Briefly describe other procedures:

5. Please check as many of the following items as apply. *To enhance the decision-making and career planning for our students*, the following methods are used:

___Computer based career exploration programs
___Career counseling
___Career advising
___Career portfolio

Briefly describe other procedures:

6. How does the career guidance program address *the needs of a diverse student population?* Consider such differences as economic status, gender, culture, race and ability.

___Career material emphasizing nontraditional occupations
___Special programs (Specify):

Briefly describe other methods:

7. Please check the *program support services* that are part of the career guidance program.

___Program assistants
___Peer counselors
___Volunteers
___Office helpers
___Teacher advisors
___Paraprofessionals
___Special materials/resources (Specify, i.e. Computers)

Briefly describe other support services:

Section II: Collaboration, Articulation, and Communication

8. Please check the methods that are used within the career guidance program to forge a *partnership with parents.*

___Career guidance program planning activities (committees)
___Planning for their children (conferences)
___An advisory role
___Programs presented specifically to parents

Briefly describe other procedures used to inform them of vocational opportunities:

9. Please check the methods that are used within the career guidance program to forge a *partnership with faculty and staff.*

___Program planning activities
___Delivery of lessons
___An advising role
___Career guidance program planning activities
___Curriculum integration
___In service programs

Briefly describe other procedures:

10. Please check the methods that are used within the career guidance program to utilize *intra and interagency collaboration.*

___Other departments within the school provide assistance to the career guidance program (Briefly describe).

___Coordination is accomplished with other programs and departments within the school (Briefly describe).

___External agencies provide assistance to the program in the form of services or resources (Briefly describe).

___Advisory council for the career guidance program is offered a role (Briefly describe).

Briefly describe other methods:

11. Please check the methods that are used within the career guidance program to *forge a partnership with area businesses or industry.*

___An advisory role
___Providing materials and resources
___Program planning activities
___Participation in special events

Briefly describe other methods:

Section III: Institutional Support, Leadership, and Program Evaluation

12. Please check how the *school administration* (principal, superintendent, school board, etc.) supports the career guidance program.

___Public relations activities
___Provides resources for professional development
___Provides adequate facilities for the program
___Creates policies that support the program (i.e. Counselor/student ratio, access to students, etc.)
___Supports efforts at external funding

Briefly describe other activities:

13. Please check the items that describe the *facilities* where the program is housed.

___Adequate or ___Inadequate offices for confidential work with students
___Adequate or ___Inadequate rooms for group activities
___Adequate or ___Inadequate space for maintenance of educational records
___Adequate or ___Inadequate space for maintenance of career information resources
___Adequate or ___Inadequate technology

Briefly describe other characteristics of the facilities:

14. Please check the items that describe the *financial support* for the career guidance program.

___Federal grants
___State grants
___Local sources other than the regular budget
___Adequate financial support from the school district budget

Briefly describe other items relating to financial support:

15. Please describe the *school counselors* involved in the career guidance program.

Degrees

Number with Bachelors ____; Masters_____; Specialist____; Doctorate_____

Certifications

Number with teaching certificate ____; Guidance certificate_____; Administrative certificate _____; Other _____

Licenses

Number with a professional license _____

Work Experience as a school counselor

Number with 1-5 yrs. _____; 6-10 yrs. _____; 11-15 yrs. ___;
16-20 yrs. _____; more than 20 yrs _____

Briefly describe other significant characteristics:

16. Please indicate the *professional development activities* utilized or conducted by the career guidance program staff.

___Preservice
___Inservice
___Continuing education
___Professional Meetings

Briefly describe other activities:

17. Please describe the evidence that is examined as a *measure of your program's effectiveness.*

___Assessment of career development competencies demonstrated by students
___Success rates of dropout programs
___Numbers of students employed upon graduation
___Completion rates
___Numbers in postsecondary education
___Follow up data

Briefly describe other evidence

18. Please briefly describe how the *follow up* of program completers and noncompleters is done, analyzed, reported, and used to make program improvements.

19. Please describe the *vocational education opportunities* available to students in your school system (classes or programs).

20. Please describe any other features of your career guidance program that have not been addressed.

____I would like a summary of the survey results. Please forward the report to the following address:

_____
_____
_____
_____